

## **Chapter V: Conclusion and Suggestion**

This chapter consist of the conclusion and suggestion of this research. The conclusion is formulated from the research findings, and suggestion present the recommendation for the English teacher and further research.

### **Conclusion**

Listening is the ways of people to communicate in order to understand on what speaker deliver to others in daily life, and also is the most important elements in studying of foreign language. But, for the several people they have problem in listening because they think that listening is the hardest skill to be mastered. So, to solve the problem teachers carry a big responsibility in their classroom. Teachers need to encourage students' participation by making experience in interesting and motivating activity. The listening strategy that can help students in develop their listening ability is a strategy that proposed by Richard, J.C (2008) theory.

This study is conducted to answer these research question which are about teachers' strategy in teaching listening. The aim of this research is to investigate the strategy used by teachers' in listening skill based on Richard, J.C (2008) theory: bottom-up and top-down. The present study reveals in English Department, especially the teacher who are teaching listening subject specifically listening for general communication.

The overall result from observation almost all the activities that include in these strategies (bottom-up and top-down) applied by the participants. Only in bottom-up strategy, there are several activities are not implemented by each participant, teachers more significant used the activities in top-down process. Resulting from the finding and discussion, it showed that there are some strategies that teacher used to make the students be easier in understanding the meaning of listening. First, the teacher help students to identify vocabulary, grammar which is the key of conversation, teachers' direct students through listening process, monitor the difficulties faced by students during listening process and also evaluate students in the end of learning process. It was about "bottom - up" strategy. Second, the teacher always used background knowledge of the students. Such as, guessing the content of the conversation, identify the setting, characters, gave some pictures etc. It was "top - down" strategy.

From the result of interview, it can be concluded that each participant has their own way how to teach listening. It means that they create their own way in every activity that they applied in teaching and learning process. Over all, bottom-up and top-down strategies cannot stand alone, sometimes it will changes depend on learning material and students' condition.

Furthermore, the data of observation and interview still related to find out which one strategies more significant the participant do in teaching listening.

## **Suggestion**

For the result of this research, researcher have some suggestions to the teacher and future researcher. For the teachers, this research delivered strategy that used in teaching listening. So, the researcher hopes this research can be used by teachers' as a reference in order to develop the appropriate strategies in teaching listening. For the future research, the result of this research is expected to be an additional reference to the next researcher who wants to investigate teachers' strategy in teaching listening.

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